

The Antecedent of Job Engagement towards the Job Embeddedness and Performance of Educational Staff in University

Didi Supriadi

Universitas Sarjanawiyata Tamansiswa
didi.supriadi@ustjogja.ac.id

Muhyadi

Universitas Negeri Yogyakarta
muhyadi@uny.ac.id

Abstract—This study aims to determine the antecedent of job engagement towards job embeddedness and the working performance among the educational staffs of Sarjanawiyata Tamansiswa University. The research design can be categorized as ex-post facto with a correlational study that examines the relationship between each research variable. The research sample used 118 educational staff at Sarjanawiyata Tamansiswa University. The data analysis used the Structural Equation Modeling (SEM) technique by using Lisrel 8.50 software. The research finding revealed that job embeddedness had a positive influence on job engagement significantly. Job satisfaction showed a positive influence on job engagement significantly. However, the influence of job embeddedness on the performance of educational staffs in Sarjanawiyata Tamansiswa University was not proven. The influence of job embeddedness towards the performance will be stronger through job engagement. Job engagement indicated a positive influence on the performance among the educational staff of Sarjanawiyata Tamansiswa University. Job engagement will make employees feel inspired, motivated, and energetic to do their work, thereby improving their performance.

Keywords—job engagement, job embeddedness, the performance of educational staff

I. INTRODUCTION

The data from the Ministry of Research, Technology and Higher Education in 2016 shows that the number of universities in Indonesia reaches 4,426 institutions consisting of 2,419 high schools, 1,104 academies, 536 universities, 241 polytechnics, and 126 institutes. The high demand in this current era urges many universities in Indonesia to continuously improve their competitiveness. The crucial effort that can be done to face global competition is enhancing the quality of educational staff.

The educational staff is required to show good performance in their workplace. The performance is about doing the job and achieving the results [1]. An organization must have a goal to be achieved within a certain period; therefore, the educational staff must provide maximum performance so that the objectives

of the institution can be achieved. Measuring the success of a university organization can be seen from its performance level, both organizational and individual performance, especially educational staffs. Their performance is the most important part in the success of the university organization. If their performance is low, it will give big influence to overall organizational performance.

Based on results of interviews in October 2016 with the leader of University of Sarjanawiyata Tamansiswa (UST) Yogyakarta, it revealed that the performance of educational staff is not optimal yet, though they have been given a raise since 2015. The preliminary study from several the leaders of faculty and working units in UST Yogyakarta, the performance indicates an average of 5.34 on the scale of 1-7. This shows that the performance of educational staff is still not optimal yet according to the leaders of faculty and working units in UST Yogyakarta. It is important to examine the performance of the educational staff at UST Yogyakarta. Another evident was taken from the assessment report of the implementation of work (DP3) of educational staffs in UST Yogyakarta that can be categorized as moderate.

In details, the educational staff in UST Yogyakarta with the education background of senior high or vocational school is 42.4%. In fact, the academic qualification for the educational staffs should be at least Diploma 3, while the level of education of high school/vocational education is only for the job of administration. Meanwhile, 37.1% of the staffs with bachelor qualification is not linear with their job duties. It means that the qualifications of UST educational staff have not fulfilled the standard.

The other factors that affect the performance are: 1) the personal factors which are indicated by the level of skills, competence, motivation, and individual commitment or job embeddedness; 2) the leadership factor that is determined by the quality of encouragement, guidance, and support from the manager and team leader; 3) team factors which are related to the quality of support from co-workers; 4) the system factors which play the role on the

existence of work systems and provided facilities ; 5) the contextual factors that are seen by high levels of pressure and changes in the internal and external environment [1]. This study focused on the personal factors as the variables that examine the effect on employee's performance. These personal factors can be demonstrated by the level of skills, competencies, motivation, and individual commitment, job satisfaction, work attachment, and job embeddedness.

Other indicators that can be used to measure the performance of educational staff in quantitative terms are their attendance and habitual lateness. In January 2017, it was accumulated as many as 10.6% of staffs who were absent without providing reasons. Generally, the average of nonattendance during January-April 2017 was 9.1%. This indicates that the problems of educational staff who did not come to work for no reason had not been solved. The regular absence of the educational staffs can affect the entire institutional performance as it may hamper the completion of the work. Actually, the Rector of UST Yogyakarta has made efforts to improve the performance of the staff by raising their salary. The university also makes work rotations to avoid their boredom. Therefore, it is necessary to do research on the relationship among the factors that affect the performance of education staff in UST Yogyakarta.

Motivation plays an important role in influencing staff performance [2]. Those who have high working motivation will be more excited to work [3]. The individual performances are influenced by three main factors, namely individual competence, organizational support, and management support [4]. Meanwhile, the three main factors that influence individuals' performance are 1) the ability of the individual to do the work, 2) the effort, and 3) the support of the organization [5]. In line with this, the six main criteria as a basis for assessing performance, i.e. quality, quantity, timeliness, cost-effectiveness, and the need for supervision and interpersonal impacts [6].

The staff absenteeism also indicates low job embeddedness and it makes them uncomfortable in the workplace even they have the desire to leave the institution [7]. The staffs who have job embeddedness in their work will feel close to colleagues, occupations, and organizations and can express their attachment by maintaining membership of the organization [8]. The embedded staff feel the connection with the work and their organization and they tend to stay in the institution [9]. The higher job embeddedness the better performance will be. In addition, job embeddedness is closely related to work engagement [10].

The job embeddedness is a new concept to see how well a person is entangled in their organization. The high job embeddedness finds the appropriateness between his/ her personal career needs with the

values of the work and the organization. The staff experience a formal and informal positive connection between themselves and the team or organization [11]. The job embeddedness in organizations affects employee performance [12]. To reduce the desire to leave the job, some policies undertaken by such institutions, such as enhancing job embeddedness.

Analysis of employee engagement factors in influencing employee performance is also important to do. Engagement is a very interesting concept, but not just about working hard. It is about putting yourself in work performance [13]. When employees are very concerned about what they do and committed to doing their best, they are driven to work better [14]. Employee engagement is paramount in achieving sustainable competitive advantage [15]. There is evidence that employee engagement correlates with individuals, groups, and performance [16]. The employees who have engagement with the organization tend to be passionate and do work activities effectively. They also have strong confidence to finish or handle every job well. Conversely, the staff with low engagement will show low working performance.

In case of the purpose of the study, it raises some questions as follow:

1. Does job embeddedness have an influence on job engagement?
2. Does job embeddedness have an influence on the performance of educational staff?
3. Does job engagement have an influence on the performance of educational staff?

II. LITERATURE REVIEW

The study [12] analyzed the effects of job embeddedness on organizational cynicism and employee performance. Research conducted with a sample of 400 respondents of Sadat City University staffs showed that job embeddedness has a relationship to organizational cynicism and performance. In which the fit, the link, and the sacrifice proved significantly. The staff performance with high job embeddedness is better than the low ones. The job embeddedness indicates how well people feel fit to their work and community; how the relationship between people in work and outside work; and what will be handed over or sacrificed when leaving their office or community [17].

The research [18] about job engagement as an antecedent and its impact on performance in which the study was conducted on 245 firefighters from California, the United States. The results of this research concluded that job involvement and job satisfaction mediated by intrinsic motivation proved to affect the performance. Job engagement as a positive force to do work related to a state of mind characterized by vigor, dedication, and absorption.

The high engagement is demonstrated by their best performance. The bound employee is characterized by high energy, mental flexibility, willing to give the best performance, vigor; engaging with work, enthusiastic and dedication; full of concentration and absorption. The employees who have high working attachments will maintain organized working and strive to achieve organizational goals, demonstrate high attendance, and obey the rules and values of the organization. They also want to take action to improve the performance of their organization and have the initiative to contribute to its organization [19]

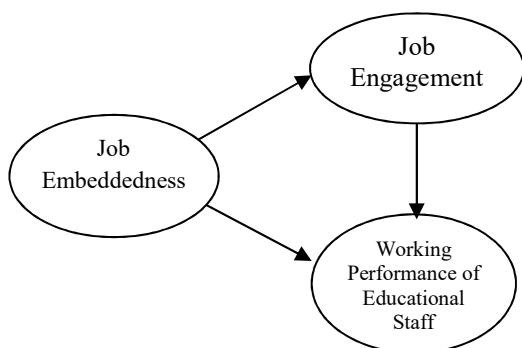


Fig. 1. Research Model

The above figure shows that job engagement positively impacts to job embeddedness. The non-technical aspect like a person's life (fit community and dedication) has a relationship with job involvement. The results of this study can be used to increase the use of job embeddedness in predicting employee behavior and also provide new experiences in antecedent job engagement [10]. The employees with high organizational commitment have a high level of enthusiasm and hard work and are active in finding solutions to their work. It means the higher commitment of employees, the higher working performance will be showed [20].

III. METHODOLOGY

This research employed an ex-post facto-correlational design. It was a study of causal or correlational hypothesis examining the relationship among the research variables. The study was conducted in January-April 2017 at Sarjanawiyata Tamansiswa University, Yogyakarta.

The population of this research was all education staff of the university as many as 132 people. After distributing questionnaires to the all research population, there was 118 that can be gathered. This number fulfilled the requirements of Structural Equation Model (SEM) analysis which required a minimum of 100 samples [21].

The independent variable in this research was job embeddedness (X1). The dependent variable was the working performance of the educational staff (Y). The intermediate variable was job engagement (X2). The instrument used to collect data in this study was the questionnaire with five alternative answers: (1) never, (2) rarely, (3) sometimes, (4) often, and (5) always.

The job embeddedness instrument was composed of 18 items based on the adopted aspects from the research [22]. The instrument of job engagement contained 17 items of statement items based on the adopted aspects from the research [10] and the working performance instruments involved 21 statement items based on the adopted aspects [23, 24].

The validity test and instrument reliability was conducted in February 2017. The research instrument was tested to 30 respondents of the educational staffs in PGRI University of Yogyakarta. The instrument validity test was used Confirmatory Factor Analysis (CFA) on the questionnaire items as well as the validity of the constructs. The instrument can be declared valid if the measurement items had the score for the construct to be measured (≥ 0.50). The reliability testing was performed to determine the extent to which the measuring tool can provide consistent results when repetition was done. The internal consistency of question items in the questionnaire was tested with Cronbach's Alpha. The value of the items to be used for Cronbach's Alpha value must be bigger than 0.70.

TABLE I. THE RESULT OF VALIDITY AND RELIABILITY TEST

Variables	Number of Items	Number of Item Valid	Cronbach Alpha
1. Job Embeddedness	18	15	0,895
2. Job Engagement	17	12	0,906
3. Performance	21	15	0,898

Data analysis technique

The data analysis technique used Structural Equation Modeling (SEM) modeling technique with Lisrel 8.50 software.

IV. RESULTS AND DISCUSSION

A. Result

Most of the respondents in this study were male and the educational staff in UST was dominated by the age between 21-30 years old, the peak productivity period in case of physical and psychological competence. Mostly, they graduated from senior high or vocational school. In this point, the most important factor for individuals to achieve

emotional maturity was the experience that can be obtained while undergoing their formal education. The expanding experience and higher level of education can affect the way of thinking of. The description showed that most of the educational staff in UST has worked ranging from 1 - 5 years.

TABLE II. RESPONDENTS' DEMOGRAPHICS

	Description	Frequency	(%)
Sex			
	Male	72	61,0
	Female	46	39,0
Age			
	21 - 30 years	56	47,5
	31 - 40 years	23	19,5
	41 - 50 years	17	14,4
	51 - 60 years	22	18,6
Education			
	Primary school	6	5,1
	Junior high school	5	4,2
	Senior high /vocational	50	42,4
	Diploma	11	9,3
	Bachelor	44	37,3
	Postgraduate	2	1,7
Working experience			
	1 - 5 years	55	46,6
	6 - 10 years	29	24,6
	11 - 15 years	2	1,7
	16 - 20 years	5	4,2
	21 - 25 years	1	0,8
	26 - 30 years	11	9,3
	31 - 35 years	15	12,7
	Total	118	100,0

The research results that have been done were the descriptive analysis of each variable as mean, standard deviation, maximum value, minimum value, as shown in Table 3.

TABLE III. DESCRIPTIVE STATISTIC

	Job Embeddedness	Job Engagement	Job Performance
Mean	3,1	3,2	3,1
Median	3,0	3,1	3,2
Std.	0,7	0,7	0,7
Deviation			
Variance	0,4	0,5	0,4
Range	2,9	3,0	3,2
Minimum	1,7	2,0	1,8
Maximum	4,6	5,0	5,0
Sum	365,8	374,9	369,9

The scores for job embeddedness, job engagement, and job performance range from 1 to 5. The results of mean and median indicated that employees were more engaged in their work and more embedded in their jobs.

TABLE IV. CORRELATION COEFFICIENT

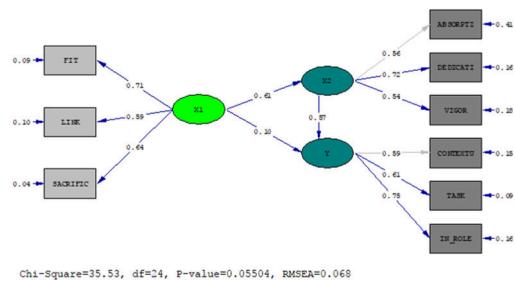
	Correlation coefficient	Path	Estimate	t statistic	R ²
X ₁ - X ₂	0.535	Positive	0.523	4.791	0.284
X ₁ - X ₁	0.412	Positive	0.089	0.857	0.050
X ₂ - Y	0.563	Positive	0.460	3.530	0.260

All of the research variables had a significant correlation, where the highest correlation occurred between the variables X₂ (Job Engagement) with variable Y (Performance), while the lowest correlation occurs in the variable X₁ (Job Embeddedness) with Y (Performance).

TABLE V. THE FACTOR IN STRUCTURAL EQUATION MODELLING

Indicators	(X1)	(X2)	(Y)
Fit	0,708	-	-
Link	0,594	-	-
Sacrifice	0,643	-	-
Intrinsic	-	-	-
General	-	-	-
Extrinsic	-	-	-
Absorption	-	0,570	-
Dedication	-	0,726	-
Vigor	-	0,532	-
Contextual	-	-	0,585
Task	-	-	0,613
In Role	-	-	0,752

The measures were initially subjected using factor analyses where all indicators had high scores (>0.50). The factor analysis results exposed that job engagement, job embeddedness, and job performance items produced discriminant validity.



X₁ = Job Embeddedness; X₂ = Job Engagement;
Y = Performance

Fig. 2. Structural Equation Modelling

B. Discussion

1) The influence of job embeddedness towards job engagement

The results of this study indicate the influence of job embeddedness on job engagement among the educational staff of UST, Yogyakarta. The result of SEM analysis obtained the estimated coefficient of 0.523 with R² equal to 0.284. The result of the analysis shows job embeddedness contribute positively 28.4% to job engagement.

It is important to know the relationship between job embeddedness and job engagement. When the

staffs have more formal and informal relationships with others within the organization and the social support network, it will encourage their motivation in the workplace. The larger social support network for employees will encourage employee engagement [10]. As stated by [25] that empirically job embeddedness and job engagement have a strong relationship. It is consistent with the research of Karatepe & Ngeche that there is a relationship between work engagement and job embeddedness. It suggests that work engagement fosters job embeddedness. The staff who are engaged in their work are embedded in their jobs [29]. Garg, Dar, & Mishra also found that there is a positive relationship between job satisfaction and work engagement among managers in the various hierarchical levels [30].

2) *The influence of job embeddedness on the performance of education staff*

Hypothesis testing shows that job embeddedness does not have a significant effect directly on job engagement of education staff of UST Yogyakarta. SEM analysis result obtained coefficient estimation only equal to 0.089 with value R^2 equal to 0.050. The job embeddedness contributes positively only 5.0% to the working performance of the staffs. The results of this study indicated that the influence of job embeddedness on the working performance will be stronger indirectly through job engagement. It is also supported by the view [25] which has built a construction relationship between embeddedness and engagement, both theoretical and empirical.

The relationship between attachment and performance can be seen when an employee is actively involved in the organization and sacrifices big things if they resign (or get fired for underperforming). The staffs will be motivated to show better working performance. In addition, a match between employee and job will lead to intrinsic motivation to perform well. It is similar to the research of Liu in which the staff's work connection, job matching, and work sacrifice positively impact the employee's task performance [31]. Halbesleben and Wheeler also suggest that frontline employees who are embedded in their jobs stay in the organization and show high-quality job performance [25].

3) *The influence of job engagement towards the performance of the educational staff*

Hypothesis testing provides empirical evidence that job engagement has a significant effect on the performance among the educational staff of UST Yogyakarta. The analysis obtained the coefficient estimation of 0.460 with R^2 of 0.260. The result of the analysis indicates that job engagement contributes positively, 26.0% to the performance of the staff.

High job engagement is realized by the staff best performance. The staffs who have high work attachments will keep their organized working and strive to achieve organizational goals. They will also have a high rate of attendance, obey the rules and values of the organization [26].

The work attachments will make employees feel inspired, motivated, and energetic to do the work, thereby improve their performance [27]. The employee engagement manifests a sense of enthusiasm and commitment that enables them to invest and develop his career sustainably for the sake of the institution progress. It is important for institutions to pay attention to their employee engagement to maintain their productivity, and loyalty [28]. The higher the sense of attachment to the institution, the more productive the institution will be.

Those are consistent with the social exchange theory of which when the employees receive resources they will repay with a greater level of engagement and positive job outcomes. This result is also supported by Karatepe & Ngeche, mentioning that work engagement directly influences job performance [29]. The research of Kapil & Rastogi also revealed significant relationships between job embeddedness, work engagement, and working performance. It means that in designing human resource strategies, the management and the human resource practitioners need to recognize how job embeddedness and work engagement foster the employee job performance. These findings contribute valuable understanding that can lead to the high job performance of the employees [32].

V. CONCLUSION

The job embeddedness significantly impacts on job engagement where it contributes 28.4% to the job engagement. The job embeddedness is not proven influence on the working performance among the educational staff since it only contributes 5.0% to performance. The effect of the job embeddedness to performance will be indirectly stronger through job engagement. Moreover, job engagement influences performance significantly. The job engagement contributes to 26.0% on the performance of the educational staff. The job engagement will make the staff feel inspired, motivated, and energetic to do the work, thereby improve their performance.

It is important for institutional leaders to have a depth understanding of their employees, especially regarding job engagement. The leaders need to equip themselves with broader knowledge and skills to understand individual employees within their organization. A university institution should take into account the social structure to facilitate informal activity among employees to guarantee working performance. Finally, for future researches, it needs to examine other factors that affect the performance

of the educational staffs and add the knowledge related to performance development.

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